

1. What is our purpose?

To inquire into the following:

- **transdisciplinary theme**

An inquiry into the ways we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of aesthetics.

- **central idea**

Imagination allows us to think, create and express ourselves in new ways.

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Create their own place (eg country or world or planet) and through their imagination express what it is like to live there.

Weather/people/animals/clothes etc.

Students will create their own diorama. Using plans before hand and writing letters to 'people' in the other worlds after to find out what it is like in that world.

Create an imaginary person/creature that would live in your imaginary world. Students will create a 3-D sculpture incorporating collage and painting, showing their design and discuss their choice of colour, shape and line.

Class/grade: 1

Age group: 5-7

School:

School code:

Title: 'Imagine That!'

Teacher(s):

Date: Term 3, Feb 6th – March 16th

Proposed duration: number of hours over 6 weeks



PYP planner

2. What do we want to learn?

What are the key concepts (**form**, function, causation, change, **connection**, **perspective**, responsibility, **reflection**) to be emphasized within this inquiry?

Related concepts: creativity, interpretation, imagination

What lines of inquiry will define the scope of the inquiry into the central idea?

Lines of Inquiry:

- **How we demonstrate and enjoy our imagination**
- How our imagination helps us to consider other peoples views
- How imagination opens our minds creatively

What teacher questions/provocations will drive these inquiries?

How do we show our imagination?

Why do we enjoy using our imagination?

How does our imagination help us to see things in different ways?

How do we use imagination to help us create?

Provocations:

Listen to music – beach/happy and dark/scary. What does this make us think/feel/see/hear? Create a salt dough model to represent what they imagined.

Watch You Tube clip of 'Pilobolus' – Discuss – Powerpoint 'street art'

Learner Profile:

Thinker, inquirer, open minded

Attitudes: empathy

Transdisciplinary skills;

Curiosity, creativity

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students' prior knowledge and skills?
What evidence will we look for?

Pre-Assessment:

Pass around objects and ask children to use them in a different way, (eg. a piece of cloth).

Listen to music (selections from Fantasia) and represent using salt dough and toothpicks.

Ask children when they use their imaginations

Formative Assessment:

'Who's Shoe?' Each child given a shoe – they have to think about who's shoe it could be, where that person might go wearing that shoe. Write about their ideas and then draw a picture of that person wearing the shoe.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

CD player, light fabric, bin bags, you tube clips. (You Tube clip of '*Pilobolus*' and '*Fantasia*') Powerpoint 'street art'

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Incursion of Dramatic arts from the Saigon Players focusing on imagination.

Incursion: Thomas Kobberger an architect discussed imagination and design.

Julia Parker a shoe designer

Jenifer Idrizi a textile designer

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Challenge: The students construct an item for a specific purpose using specific materials. Eg a dress for Cinderella to wear to the ball using garbage bags and news paper.

Students listen to imaginative stories and poems, without looking at the pictures, then draw to show what they imagined.

Students read a book and chose a way to express those ideas (draw, make models, act, puppet shows)

'Pretend to be' cards

Props game (think of a new use for...)

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

To begin with, many of our students found it challenging to use their imaginations to think outside of their immediate experiences (eg. One boy used the piece of fabric to make a tv, the salt dough to make a tv and his plastic bag costume as a tv-watching outfit) however, by the end of the unit he was able to imagine other contexts and situations.

My class loved making models and presenting puppet shows. I'd have liked to see more planning of these presentations to make their expressions clearer to their audiences.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

The match between the plan and the presentations was not clearly explained.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Variety in ideas and modes of expression

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?"

Students listen to imaginative stories and poems, without looking at the pictures, then draw to show what they imagined.

Students read a book and chose a way to express those ideas (draw, make models, act, puppet shows)

- demonstrate the learning and application of particular transdisciplinary skills?

Curiosity – 'What's in the box?' imagine and write/draw

Creativity - The students construct a dress for Cinderella to wear to the ball using garbage bags and news paper.

- develop particular attributes of the learner profile and/or attitudes?

Open-minded – trying out new and 'out-of-the-box' solutions and ideas

Inquirer - ask and answer questions about their 'world'

Thinker - planning for creations

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

Is a crystal ball real?

Is imagination good or bad?

What things can we make with boxes by using our imagination?

Students making connections with books/movies that they have seen before

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

How does our imagination help us to see things in different ways?

How do we use imagination to help us create?

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

9. Teacher notes

Would have liked to watch some imaginative movies ('Cirque du Soleil', 'Bedtime stories', 'Jumanji' 'Hook')